

**U.S. ARMY INSPECTOR GENERAL SCHOOL**

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# **ADVANCE SHEETS**



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**DEPARTMENT OF THE ARMY INSPECTOR GENERAL AGENCY  
TRAINING DIVISION  
5500 21<sup>ST</sup> STREET, SUITE 2305  
FORT BELVOIR, VIRGINIA 22060-5935  
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## TABLE OF CONTENTS

STUDENT REFERENCES .....	3
HISTORY OF THE INSPECTOR GENERAL SYSTEM .....	4
IG CONCEPT AND SYSTEM OVERVIEW .....	5
SENSING SESSIONS.....	6
IG INSPECTIONS FUNCTION .....	7
INTELLIGENCE OVERSIGHT .....	9
IG ASSISTANCE FUNCTION .....	10
IG INVESTIGATIONS FUNCTION .....	12
IG WARTIME ROLE .....	14
JOINT TASK FORCE IG ORIENTATION .....	15
WHISTLEBLOWER PROTECTION ACT.....	16
MENTAL HEALTH EVALUATIONS .....	17
INSPECTOR GENERAL ISSUES .....	18
ETHICS AND STANDARDS OF CONDUCT .....	19
THE ARMY COMPONENTS' INSPECTORS GENERAL .....	20
EXTENDED PRACTICAL EXERCISE (EPE).....	21

## STUDENT REFERENCES

### 1. Guides:

The Inspections Guide  
The Assistance & Investigations Guide  
The Intelligence Oversight Guide  
Inspector General Student Guide

### 2. References:

Advance Sheets  
Profile of the Army: A Guide for Non-Army Students (as applicable)

### 2. Army Regulations (AR):

AR 20-1, Inspector General Activities and Procedures (w/ errata sheet)  
AR 1-201, Army Inspection Policy  
AR 381-10, U.S. Army Intelligence Activities  
AR 600-20, Army Command Policy  
AR 608-99, Family Support, Child Custody, and Paternity

### 3. Department of Defense (DoD) Publications:

DoD Directive 5106.4, Inspectors General of the Combatant Commands  
DoD Instruction 5106.4, Inspectors General of the Combatant Commands  
DoD Directive 5500.7R, Joint Ethics Regulation (JER)  
DoD Directive 6490.1, Mental Health Evaluations of Members of the Armed Forces  
DoD Instruction 6490.4, Requirements for Mental Health Evaluations of Members of the Armed Forces  
DoD Directive 7050.6, Military Whistleblower Protection

### 4. Handouts

## **HISTORY OF THE INSPECTOR GENERAL SYSTEM**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Describe the history of the Army Inspector General System.

Conditions: Given Student Text 4, classroom handouts, and classroom instruction.

Standard: Describe the von Steuben Model, the historical constants of the IG system, and the origins of the Army IG system.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the origins of the Army IG system.
2. Describe the von Steuben Model and how IGs adhere to that model today.
3. Identify the four historical constants of how commanders have used IGs since the 18<sup>th</sup> Century and the beginning of the Army IG system.
4. Describe the meaning of the IG crest.

### **STUDY REFERENCES:**

1. ST 4
2. AR 20-1, paragraph 1-6

## **IG CONCEPT AND SYSTEM OVERVIEW**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Describe the Army Inspector General System.

Conditions: Given Army Regulation 20-1, classroom handouts, and classroom instruction.

Standard: Describe the Army Inspector General System.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the organization of the Army IG system.
2. Identify the four functions that IGs perform.
3. Describe the legal origins of IG authority.
4. Describe the role of the IG.
5. Describe IG technical channels.
6. Describe the IG's sphere of activity.
7. Describe the categories of IGs, and outline the responsibilities of each category.
8. Describe the duty restrictions and special considerations of Administrative Support Personnel.
9. Describe the duty restrictions of IGs.
10. Describe the IG oath.

**STUDY REFERENCE:** AR 20-1, Chapters 2 and 3

## **SENSING SESSIONS**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Conduct a Sensing Session.

Conditions: Given Student Text 1 and classroom instruction.

Standard: Conduct a Sensing Session and describe its purpose and objectives in accordance with Chapter 3 of Student Text 1.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the definition, purpose, and objectives of a Sensing Session.
2. Conduct a Sensing Session.

STUDY REFERENCE: ST 1, Chapter 3

## IG INSPECTIONS FUNCTION

### TERMINAL LEARNING OBJECTIVE:

Task: Conduct a Special IG Inspection.

Conditions: Given Army Regulation 1-201, Army Regulation 20-1, The Inspections Guide, Student Text 3, classroom handouts, classroom instruction, and an inspection topic.

Standard: Follow the IG Inspections Process successfully in preparing, executing, and completing an inspection of a systemic issue.

### ENABLING LEARNING OBJECTIVES:

1. Describe the purpose of the Organizational Inspection Program (OIP).
2. Identify the three inspection categories (Command, Staff, and IG).
3. Describe the IG's role in the OIP.
4. Identify the battalion as the basic building block of the OIP.
5. Define the following terms: Inspection, Handoff, In-Process Review (IPR), Standard, Root Cause, Crosswalk, Initial Command Inspection (ICI), and Subsequent Command Inspection (SCI).
6. Describe the three phases of the Inspections Process (Preparation, Execution, and Completion).
7. Identify who may direct an IG Inspection.
8. Identify the five information-gathering domains (interviews, sensing sessions, document review, observation, and surveys / questionnaires).
9. Describe the Root-Cause Analysis Model.
10. Identify the five parts of the recommended findings section format.
11. Describe the impact of the rules of IG records on IG Inspection Reports.
12. Describe the nature of Compressed IG Inspections.
13. Apply the three-phased, 17-step Inspections Process.
14. Apply the Root-Cause Analysis Model.

15. Complete a findings section using the appropriate information.

STUDY REFERENCES:

1. AR 1-201
2. AR 20-1, Chapters 1, 2, 3, 5, and 6 and Appendix B
3. The Inspections Guide
4. ST 1
5. ST 3



## INTELLIGENCE OVERSIGHT

### TERMINAL LEARNING OBJECTIVE:

Task: Describe The Inspector General's Intelligence Oversight mission.

Conditions: Given Army Regulation 20-1, Army Regulation 381-10, The Intelligence Oversight Guide, classroom handouts, and classroom instruction.

Standard: Describe accurately and thoroughly Inspector General responsibilities with regard to Intelligence Oversight.

### ENABLING LEARNING OBJECTIVES:

1. Describe an IG's responsibilities for providing independent oversight of Army intelligence activities.
2. Describe the types of units and staffs involved in intelligence activities as defined in AR 381-10, Army Intelligence Activities.
3. Describe the recommended inspection methodology used by IGs to conduct Intelligence Oversight inspections as part of their command's OIP.

### STUDY REFERENCES:

1. The Intelligence Oversight Guide
2. AR 381-10

## IG ASSISTANCE FUNCTION

### TERMINAL LEARNING OBJECTIVE:

Task: Resolve Inspector General Action Requests (IGARs)

Conditions: Given Army Regulation 20-1, The Assistance and Investigations Guide, Student Text 7, Army Regulation 608-99, classroom handouts, classroom instruction, and IGAR topics.

Standard: Correctly identify and employ the seven-step Inspector General Action Process (IGAP) to resolve Inspector General Action Requests (IGARs).

### ENABLING LEARNING OBJECTIVES:

1. Describe the seven-step Inspector General Action Process (IGAP) used to receive, process, and resolve Inspector General Action Requests (IGARs).
2. Identify who may submit an IG complaint.
3. Describe the IG concept of confidentiality and what steps an IG should take if the IG must release a complainant's name during the course of an Inquiry or Investigation.
4. Describe the purpose and uses of DA Form 1559 (IGAR).
5. Identify who is authorized to release IG records for official use within Department of the Army channels and what records a local IG may release.
6. Identify who is authorized to release IG records outside of Army channels for non-official use and how to process a Freedom of Information Act (FOIA) request.
7. Identify who is authorized to release IG records for adverse action.
8. Describe the procedure for processing IGARs presented more than 10 years after the event occurred.
9. Describe the IG's role in receiving and resolving non-support cases in accordance with Army Regulation 20-1.
10. Describe the commander's role in receiving and resolving non-support cases in accordance with Army Regulation 608-99.

11. Identify issues and allegations that are not appropriate for the IG, and describe how the IG must process those IGARs.
12. Describe the actions an IG should take when a complainant withdraws a complaint.
13. Demonstrate the process of receiving an IGAR by conducting an interview, completing a DA Form 1559 (IGAR), asking the fundamental interview questions, advising the complainant of the Privacy Act, and protecting confidentiality.
14. Demonstrate the process of opening and closing an Assistance case in the IGARS database.

STUDY REFERENCES:

1. AR 20-1, Chapters 1, 3, 4, and 7
2. AR 608-99, Chapters 1, 2, and 3
3. The Assistance & Investigations Guide, Part One
4. ST 1
5. ST 7

## IG INVESTIGATIONS FUNCTION

### TERMINAL LEARNING OBJECTIVE:

Task: Conduct an IG Investigation or an Investigative Inquiry.

Conditions: Given Army Regulation 20-1, The Assistance and Investigations Guide, Army Regulation 600-20, DoD Directive 5500.7-R, classroom handouts, classroom instruction, and allegations of impropriety.

Standard: Resolve the allegations by conducting an IG Investigation or Investigative Inquiry in accordance Army Regulation 20-1 and The Assistance and Investigations Guide.

### ENABLING LEARNING OBJECTIVES:

1. Analyze a complaint and identify the allegations and issues.
2. Describe the differences between an IG Investigative Inquiry and an IG Investigation.
3. Explain which IG method – Investigative Inquiry or Investigation – is preferable for a particular case.
4. Explain that IG fact-finding is appropriate given an allegation and other circumstances.
5. Describe how IGs use command products to resolve an allegation in a ROI / ROII.
6. Describe an individual's rights or non-rights given that person's role and status.
7. Describe how an IG plans an Investigative Inquiry or Investigation.
8. Describe the IG standard of proof.
9. Describe a request for IG information and the proper actions taken by the IG.
10. Describe the actions an IG should take upon receiving an allegation against a General Officer or Senior Executive Service (SES) civilian.
11. Demonstrate evidence-gathering activities by reviewing documents; analyzing data; and interviewing witnesses, subjects, or suspects.
12. Complete a Report of Investigation (ROI).

STUDY REFERENCES:

1. AR 20-1, Chapters 3 and 8
2. The Assistance & Investigations Guide, Part Two

## **IG WARTIME ROLE**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Describe how Inspectors General operate during full spectrum operations.

Conditions: Given Army Regulation 20-1, Student Text 11, classroom handouts, and classroom instruction.

Standard: Describe the IG's role and functions during full spectrum operations, the impact of full spectrum operations on IG functions, and how an IG provides support to all soldiers during full spectrum operations.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the IG's role and functions during full spectrum operations.
2. Describe the impact of full spectrum operations on the four IG functions (Inspections, Assistance, Investigations, and Teaching and Training).
3. Describe the techniques an IG can use to ensure that all soldiers have access to IG support during full spectrum operations.

SUPPLEMENTARY INFORMATION: Student should have a basic knowledge of FM 3-0, Operations.

### **STUDY REFERENCES:**

1. ST 11
2. AR 20-1, Chapter 9

## **JOINT TASK FORCE IG ORIENTATION**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Describe how an Army IG office can organize and adapt to support a Joint Task Force.

Conditions: Given Army Regulation 20-1, Student Text 5, classroom handouts, and classroom instruction.

Standard: Define a Joint Task Force, the reasons for creating a Joint Task Force, and how an Army IG office can organize and adapt to support a commander in a Joint environment.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe a Joint Task Force.
2. Describe the reasons for creating a Joint Task Force.
3. Describe the immediate Joint Task Force transition considerations for an Army IG office.

SUPPLEMENTARY INFORMATION: Student should have a basic knowledge of Joint Publication 3-0, Doctrine for Joint Operations.

### **STUDY REFERENCES:**

1. ST 5
2. AR 20-1, Chapter 9

## **WHISTLEBLOWER PROTECTION ACT**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Respond to Inspector General Action Requests (IGARs) concerning allegations of reprisal under the Whistleblower Protection Act.

Conditions: Given Army Regulation 20-1, DoD Directive 7050.6, classroom handouts, and classroom instruction.

Standard: Identify the categories of complainants, the agencies responsible to receive Whistleblower complaints and conduct Whistleblower investigations, and the elements of a Whistleblower reprisal investigation.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the four categories of Whistleblower complainants.
2. Describe the agency authorized to receive Whistleblower allegations and identify what agency is responsible for investigating reprisal allegations for each complainant category.
3. Describe the four questions (or factors) that establish the framework for an investigation into an allegation of Whistleblower reprisal.

### **STUDY REFERENCES:**

1. The Assistance & Investigations Guide, Part Two, Chapter 11
2. DoDD 6490.1 and 7050.6
3. DoDI 6490.4
4. AR 600-20



## **MENTAL HEALTH EVALUATIONS**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Respond to IGARs concerning referrals for Mental Health Evaluations (MHE).

Conditions: Given Army Regulation 20-1, DoD Directive 6490.1, DoD Instruction 6490.4, classroom handouts, and classroom instruction.

Standard: Identify the types of Mental Health Evaluation complaints and how they are handled.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the two types of Mental Health Evaluation IGARs.
2. Identify what office can work Mental Health Evaluation cases and how that office handles those cases.

### **STUDY REFERENCES:**

1. The Assistance & Investigations Guide, Part Two, Chapter 11
2. DoDD 6490.1 and 7050.6
3. DoDI 6490.4
4. AR 600-20

## **INSPECTOR GENERAL ISSUES**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Respond to IGARs concerning fraternization, the Army Homosexual Conduct Policy, and Equal Opportunity with regard to sexual harassment.

Conditions: Given Army Regulation 20-1, Army Regulation 600-20, classroom handouts, and classroom instruction.

Standard: Describe how IGs respond to IGARs concerning Equal Opportunity complaints, fraternization, and the Army Homosexual Conduct Policy.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe an IG's actions upon receiving an allegation of sexual harassment or sexual assault, and identify what office can work the complaint.
2. Describe the Army's policy on relationships between soldiers of different rank, to include social, family, business, and personal relationships.
3. Describe the basis for discharge under the Army Homosexual Conduct Policy.
4. Identify who may initiate, and what constitutes grounds for, a fact-finding inquiry into allegations of homosexual conduct.
5. Identify who (what level of the Army) must approve initiating a substantial investigation into whether a Soldier stated that he or she was homosexual or bi-sexual for the purpose of avoiding or terminating military service.

### **STUDY REFERENCES:**

1. AR 20-1, Chapters 1, 3, and 8
2. AR 600-20, paragraphs 4-14 through 4-16, 4-19, 5-8c, and Chapter 7

## **ETHICS AND STANDARDS OF CONDUCT**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Understand the relationship of Ethics and the codified Standards of Conduct.

Conditions: Given ST 6, AR 20-1, DoDD 5500.7-R, classroom instruction, and student handouts.

Standard: Recognize and resolve ethical issues facing IGs; and recognize and apply the Standards of Conduct Rules to typical Investigations and Assistance situations.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe where to find ethics standards..
2. Explain the roles of the IG and the command ethics counselor.
3. Apply ethics principles concerning:
  - a. Travel benefits
  - b. Conflicts of interest
  - c. Non-Federal entities
  - d. Post-Federal employment restrictions
  - e. Gifts

### **STUDY REFERENCES:**

1. DoDD 5500.7-R
2. ST 6

## **THE ARMY COMPONENTS' INSPECTORS GENERAL**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Describe the command-and-control systems for the Army Reserve and the Army National Guard, to include various unique Army Reserve and Army National Guard programs, systems, and readiness issues.

Conditions: Given Student Text 8, classroom handouts, and classroom instruction.

Standard: Identify the command structure of the Army Reserve and the Army National Guard and describe several of the unique Army Reserve and Army National Guard programs, systems, and readiness issues.

### **ENABLING LEARNING OBJECTIVES:**

1. Describe the overall command-and-control system of the Army Reserve and the Army National Guard.
2. Describe the following unique Army Reserve and Army National Guard programs, systems, and readiness issues:
  - a. Types of reserve-component duty status, to include pay and retirement issues
  - b. Incapacitation pay
  - c. Types of mobilization
  - d. The phases of mobilization
  - e. U.S. Property and Fiscal Officer (USPFO)
  - f. The Full-Time Support (FTS) program
  - g. Active-component support to the reserve components

### **STUDY REFERENCES:**

1. ST 8

## **EXTENDED PRACTICAL EXERCISE (EPE)**

### **TERMINAL LEARNING OBJECTIVE:**

Task: Perform IG functions.

Conditions: Given an EPE organization briefing and small-group classroom setting. Each student seminar group rotates through one day each of Assistance, Investigations, and Inspections practical exercises (PE) using all IG course material issued and classroom instruction previously taught.

Standard: Seminar groups will demonstrate the ability to provide Assistance, Inspections, and Investigations in accordance with procedures established in course materials and applicable Army regulations.

### **ENABLING LEARNING OBJECTIVES:**

#### **1. Inspections. Students will:**

- a. Receive Commanding General's guidance to conduct a special inspection (inspections homework assignment EPE #1).
- b. Develop a Concept Memorandum and briefing.
- c. Develop Sub-Tasks for an inspection objective.
- d. Develop a Detailed Inspection Plan.
- e. Write a Trip Report.
- f. Write a Findings Section.

#### **2. Assistance. Students will:**

- a. Use the Seven-Step IGAP to work Assistance cases.
- b. Refer to AR 20-1 for answers to common Assistance cases.
- c. Complete the backside of DA Form 1559-R, to include coding for selected cases.

#### **3. Investigations. Students will:**

- a. Receive and act upon a DAIG tasking (investigations homework assignment PEs 1-3).

- b. Conduct a preliminary analysis and brief the directing authority.
- c. Prepare and brief a plan of Investigative Inquiry or Investigation.
- d. Notify and interview witnesses, subjects, and suspects in accordance with an investigation plan.
- e. Gather evidence through document reviews and interviews.
- f. Analyze evidence and draw appropriate IG conclusions.
- g. Prepare a ROI or ROII and brief results and recommendations to the directing authority.

STUDY REFERENCES: At a minimum, table groups should have the following references available during the EPE:

- AR 1-201
- AR 20-1
- AR 381-10
- AR 600-20
- AR 608-99
- DoDD 5500.7-R
- ST 1
- ST 3
- ST 7
- The Inspections Guide
- The Assistance & Investigations Guide